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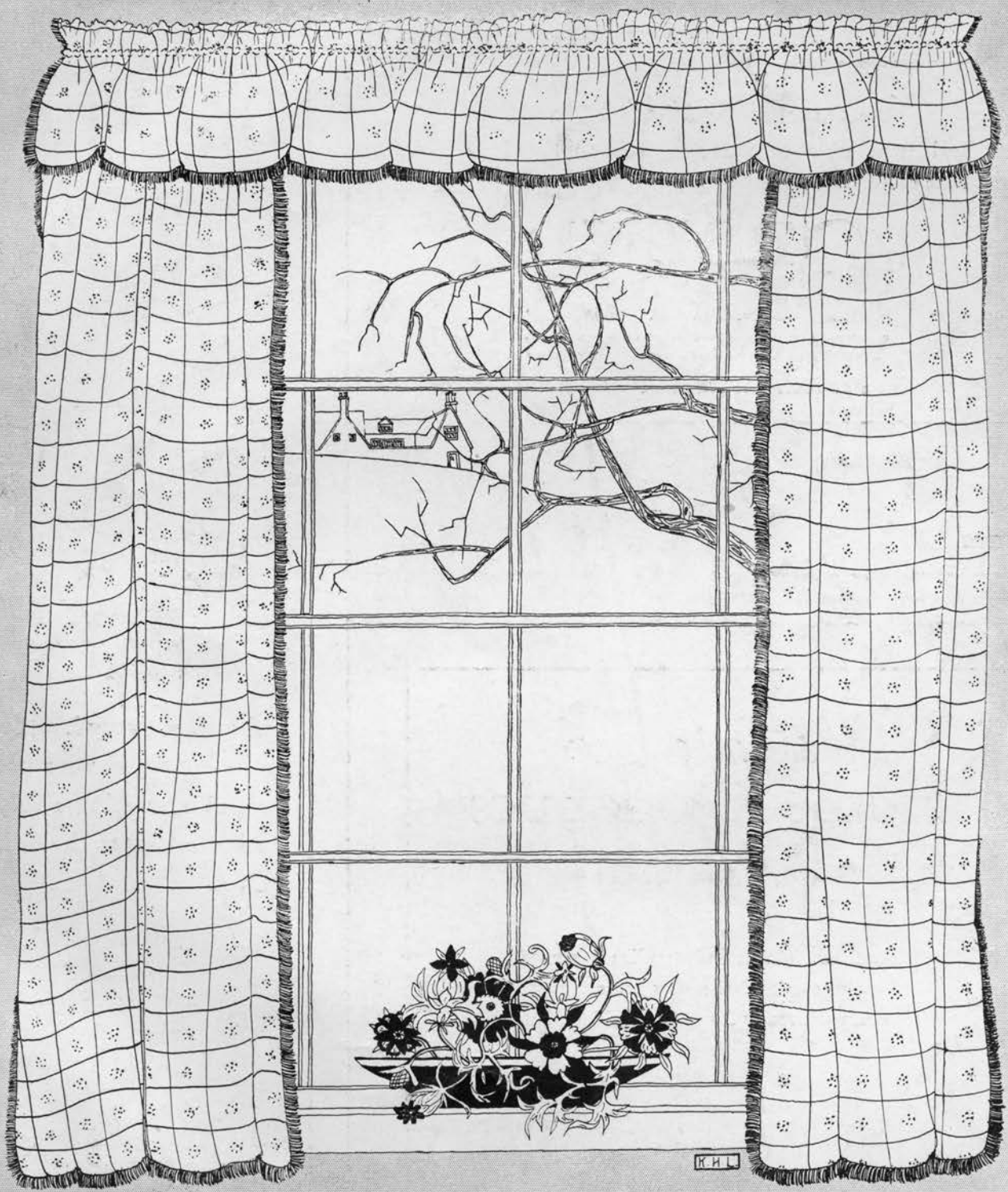
THE IOWA HOMEMAKER

IOWA STATE COLLEGE



VOL. III JANUARY, 1924 No. 10

THE IOWA HOMEMAKER

"A Magazine for Homemakers from a Homemakers' School"

VOLUME 3 JANUARY, 1924 NUMBER 10

Activities of the Merrill Palmer School

By EDNA E. WALLS, Vice Dean of Home Economics

A new venture in education is the Merrill Palmer School, and we of Iowa State are most proud to have a part in it. Not only are we sending some of our senior women there, but our own vice-dean, Miss Edna Walls, is there for this year. The accompanying article sent by Miss Walls is a clear explanation and a pleasant glimpse of school activities.

A FEW years ago, Mrs. Lizzie Palmer, becoming profoundly convinced "that the welfare of any community is divinely and hence inseparably dependent upon the quality of its motherhood and the spirit and character of its homes," bequeathed her estate of approximately three million dollars for the founding and maintenance of the Merrill-Palmer Motherhood and Home Training School.

After a careful search for the right director for such a project, the trustees of the fund secured Miss Edna N. White, then head of the home economics department of Ohio State University. After a year's study of local conditions Miss White spent eight months abroad in further study and observation. Her major interest was centered about the infant schools and nursery schools of England. Upon her return in 1921 Miss White devoted her energies to securing a site and completing plans for the organization of the school. For about a year the activities consisted mainly of short unit courses in homemaking, nutrition and other projects in co-operation with public and parochial schools and social agencies.

In January, 1922, the first resident group of college students began their work at Merrill-Palmer school. They were senior women from the home economics department of Michigan Agricultural College. Since that time other institutions have availed themselves of the opportunity of having small groups of selected senior women receive three or four months instruction in child care problems at Merrill-Palmer School. Among the institutions may be listed:

Michigan Agricultural College.
Ohio State University.
University of Nebraska.
Pennsylvania State College.
Antioch College.
Cornell University.
University of Missouri.
University of Minnesota.
Teachers College, Columbia University.
University of Michigan.
Iowa State College of Agriculture and Mechanic Arts.

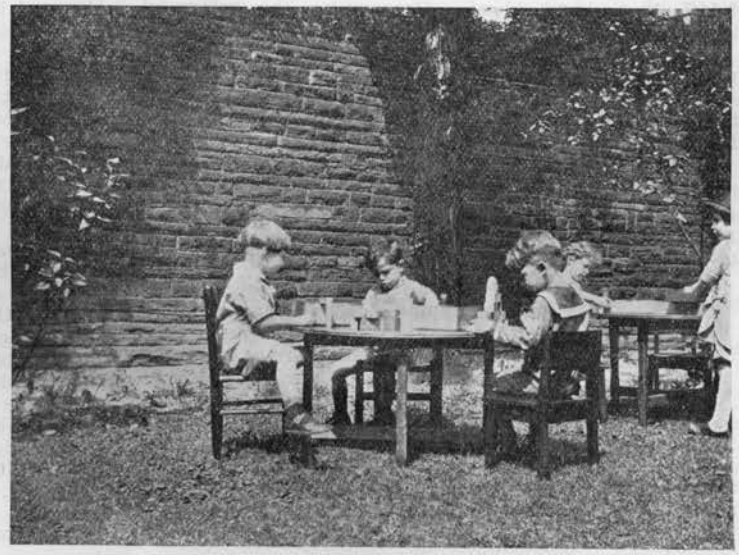
In addition to the undergraduate group about a dozen graduate students have been in residence since 1922.

The work is planned to give "general instruction for women in the problems of childhood" and to train "specialists, either teachers, or research students. The courses so far offered have chiefly to do with the first object." A brief survey of these courses taken from the 1923-24 announcement will enable the reader to better understand the foundation which is laid for the use of an Americanized Nursery School as a Child Care laboratory.

Child Health and Nutrition

The lecture work includes a study of the physical development, general hygiene and feeding of the child during the period of infancy and the pre-school age. Studies are made of the physical status and dietary needs of each child in the nursery school and careful records of individual physical developments are kept.

Laboratory includes assisting in physical examination, planning and service of daily meals of children, keeping records and making individual dietary studies of each child with necessary modifications for correction of physical disabilities.



The material equipment of the nursery school has been planned so that children may use it. These youngsters are happily engaged with blocks.

The field trips include visits to hospitals and animal nutrition experimental laboratories.

Home Administration and Practice House

Consideration of efficient home management including money and time problems. A practice apartment is provided at the school and the students perform the tasks which are necessary in an average home, keeping records of all expenditures in money and time, and securing practical experience in marketing, preparation of family meals, and care of the house. This provides an opportunity for the student to acquire practical experience in adjusting her home care problems to her other activities which, in this experiment, includes care of children.

Sociological Aspects of Child Problems

Lectures include a discussion of the social needs and problems of children and the family as they relate to the community; the agencies and institutions dealing with these problems are considered, with a brief presentation of some of the remedies proposed for social ills. Occasional lectures are given by specialists in charge of various types of social work.

Field work includes visits to agencies dealing with children and family problems with field reports.

Educational Methods for Young Children

The course covers the use of Montessori and Froebel materials, art, dramatics, stories and music for young children, as well as the use of tools and of a variety of occupational materials. The educational importance of projects carried out by the children is stressed.

Child Psychology and Child Training

The lectures cover a study of the mental development of the child up to five years of age. Special stress is given to a consideration of the emotional life of the child, and to problems of behavior. The history and theory of the Nursery School movement is also discussed.

Laboratory practice consists in assisting the regular teachers of the Nursery School with the care and management of the thirty children in the school. Opportunity is also given to observe the administration of mental tests of children.

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Specific Helps on Everyday Teaching Problems

Address Given at State Home Economics Convention

By FLORENCE E. BUSSE, Professor of Home Economics

THE HEALTH ideal has been sold to the public. It has found its way into most of our schools. The same ideal has been caught by the general public and we find much of the current advertising recognizing this fact. "Fresh Air Brings Refreshing Sleep" was the advertisement for a special screen I found in one of this month's magazines. "Science Speaks—High Authorities Prove Remarkable Health Value" of a certain gelatin. A peach and fig company claim for their product "Health Protection for the Homes of America." A sleeping garment company insists in large letters that "your child's health depends on the kind of sleeping garment he wears." The public is sold to the idea of health.

This health ideal now offers a challenge to our schools. It challenges our subject matter. It rattles the bones of physiology. It challenges our school, conditions, our seating, our lighting, our ventilation, our heating, the care of the rooms and toilets, our hours, the plan for the time of the children.

I have been noticing most interestedly in a certain school that the children start at the beginning of their school life wide eyed and well. I have noticed that the percentage of underweight increases materially in the second grade. Either the school's own plan for the well being of the children has failed miserably or else we are missing the great opportunity of teaching health fundamentals which really function.

I looked into the tired little face of a six year old last week. His eyes were wide with wonder as he watched one of the student teachers weigh the little boys and girls. The splendid teacher sensed my apprehension and said: "Charles leaves home at seven o'clock to come on the bus." "And what time does he get home again?" I asked. "He has to wait for school to dismiss so it makes it about five o'clock when he reaches home." A ten hour day for our six year old with no child labor law to regulate it! No provision is made in the school for a place for him to rest, to stretch his poor tired little self to sleep when he is weary.

May I stop here to say a word in defence of rest. If some provision were made so that those who were not making the gains they should, could actually have an opportunity to rest, I feel that a splendid step would have been taken to give children much needed help. In this school there was not one place for that little boy to rest, save one uncomfortable cot in the teachers' rest room. Will there not be some day in the next two hundred and ten days when that teacher, sensing over-fatigue in the little boy, might say, "Charles, you are excused from your lessons now. You may go to the quiet room, stretch out on the army cot, pull the blanket over you. Open up the window and rest until I call you."

I often wonder if all our indifference to rest is due to the scorn of Mrs. Rip Van Winkle for her husband. We must plan for a means of rest in our schools if we are to deal with the present physical conditions of students.

The health ideal challenges the teacher herself. She must live this health ideal. Does she plan her time well? Does she include in her busy schedule some time for rollicking, refreshing play? Does she protect her body with sufficient clothing or does she overload it? Does she eat the right kind of food at regular times? Does she indulge in too many late hours, either in gay frivolity, reading or embroidery or slavish devotion to her work?

The sucessful health teacher is the one who sells the idea without much talk. Clear eyes, healthy skin, poise, buoyancy, all attract you on the first meeting. The teacher then who would analyze her methods will recognize that the first fundamental factor rests with herself. She cannot sell if she herself will not buy. She herself is the proof that health is a vital, desirable thing and that she is willing to make any sacrifice to develop and keep what she has.

There is not time to discuss: In what

(Continued on Page 13)

Winter Diets and the Elusive Mineral

By LUCILE BARTA

IF PERCHANCE you are one of the rare individuals who passes thru winter without colds or grip, or one whose vitality at the close of winter is 99.44%, then you will not be interested in my story. However if you are not, and if by next March you will be "below par" and will have had several colds of varied duration and intensity, then perhaps a timely word on diets and minerals in particular may not be amiss.

Summer, bountiful with fruits and vegetables and lazy breezes, tempts us to dishes crisp, cool and healthful. Delicious greens and fresh fruits serve as guardians of our well-being. But when winter's icy winds put Nature's herbs to sleep and urge diets rich and heavy, then we must take cognizance of what we eat.

Here enter steaming suet and plum puddings, fruit cakes, delicious roasts and gravys, griddle cakes, sausages and hot breads. If we watch not, our appetites betray us to constipation and weakened vitality. It is at this juncture that colds take hold.

Brisk exercise in cold winds call for added heat that must be obtained mainly from carbohydrates and fats. These are very readily supplied in breads, cereals, gravies, potatoes and pastries. However the wise menu will include with "energy" foods, those that give "tone" to muscle and blood. Here enter the minerals! These elusive elements have been proven to be one of the important factors responsible for "tone" and general vitality.

If minerals then are so desirable, where can we obtain them in the foods available during winter?

Milk, vegetables and fruits supply a major portion. Some of these seem comparatively costly during winter but money expended for them brings better net results than that spent for rich desserts and meats.

Squash, pumpkin, sauerkraut, spinach, string beans, corn and tomatoes are all among the important vegetables and make possible an interesting variety. Fortunate are the homemakers who can vegetables and fruit during the plentiful season, for the home canned foods average about one-third to one-half the cost of commercially canned. The use of dried vegetables, particularly peas and beans furnishes a source of inexpensive yet highly nutritious food.

The lowly carrot, beet, rutabaga, turnip and parsnip constitute a veritable mine of good health. If the water in which the vegetable is cooked is used, its food value is decidedly increased. Fried parsnips, brown and tasty, followed by Harvard beets, rich at least in color, disguise their lowly estate.

Lettuce is king of raw vegetables but celery and cabbage run a close second. Head lettuce salad or cabbage and pineapple salad offer freshness to an otherwise heavy meal. Carrot salad of celery, marinated raw carrots and dressing, with possibly nuts, is a new dish in some households and a most delicious one. Try it.

And thanks be for oranges and grapefruit! They are at their best when other fruits are hard to obtain. The more of these that grace the menu, the better. Beginning with sliced oranges or orange juice at breakfast, and ending with cocktail or salad at dinner their plentiful use should be provided for. A salad of pineapple, cubed grapefruit and mayonnaise will delight many that tire of "just grapefruit."

Prunes, oft spurned and rejected, are excellent in the winter diet. Ingenuity of the homemaker must be exercised to find new concoctions in which to use them. Some of these are Norwegian prune pudding, prune whip, and prune tarts.

Apples, the bounty of the Lord! The dozens of apple recipes found in households speaks of the popularity of this fruit. Apple fritters, apple pie, fried apples, baked apples, candied apples, apple sauce, Waldorf salad, apple tapioca and Brown Betty offer this excellent food in tempting disguise. "An apple a day keeps the doctor away" indicates the faith many have in this fruit.

These food hints make no pretense of covering all the mineral possibilities. They merely call attention to those that perhaps might be slighted. Meat, particularly lean beef, could be mentioned here but there is seldom much danger of a lack of meat in the average American diet. The affinity of the American for his steak is well known.

It is this heavy use of meat and starchy foods, the small use of vegetables and fruit, so characteristic of many winter diets that make for weakened vitality and high susceptibility. Grandmother resorted to tonics that would vie with the products of the witches' cauldron but a careful diet should keep one so fit that there is no need of special tonics.

Somewhat distantly related to this topic in general but very closely related to the subject of health is the matter of drinking water. If there is any one thing that serves as showers from the clouds of health, that one is water. Indoor life and cold temperatures do not lead one to drink much water during January. Exceedingly helpful is the drinking before breakfast habit and as many glasses during the day as can be consumed, at least eight.

No one of the suggested health hints will alone be effective but the use of all, with emphasis on having sufficient minerals in the diet may save you from one, two or more of "those beastly colds."

Modern Women and Floriculture

Flower Growing is Interesting to Homemakers, But May Also Serve as a Profession

By E. C. VOLZ, Department of Horticulture

FLORICULTURE is best defined as the art and science of growing flowers and ornamental plants. Demands for information on this subject come from two distinct groups of people. One group is professional and includes greenhouse men, wholesale and retail florists, seedsmen, nurserymen and bulb growers. The other group is largely composed of amateur flower lovers and home gardeners.

It is natural for woman to love flowers and many a member of the fair sex is more than an admirer of roses, crysanthemums, dahlias or gladioli. Some actually grow these flowers to such a state of perfection that many a professional florist would be ashamed to place his greenhouse product in competition with them. It is this near-professional type of amateur grower that prompted the writing of this article. Floriculture means more to some women than a mere hobby. To many, it is a profession and an extremely interesting one.

Floriculture as a Profession for Women

In choosing floriculture as a profession, both men and women have three fields of activity in which to find themselves. If sufficient capital is available a private enterprise would naturally make the greatest appeal. Growing flowers for the retail or wholesale market is especially profitable. Some growers specialize in one flower, as roses, violets or carnations. An example of woman's success in special flower growing is to be found near Lansing, Michigan. The lady in question began growing a few violets in coldframes and within several years was supplying a large number of retail florists with violets for their store trade. Other private flower enterprises include the operation of retail stores and seed stores.

If the college graduate in floriculture is minus sufficient capital to go into business for himself or herself, it is possible to find positions with various types of floral concerns. There are usually openings for managers of retail stores and greenhouse ranges. Many women are employed as expert floral designers in some of the large city stores. Students with sufficient knowledge of plant breeding principles are usually in demand in the various branches of the seed industry.

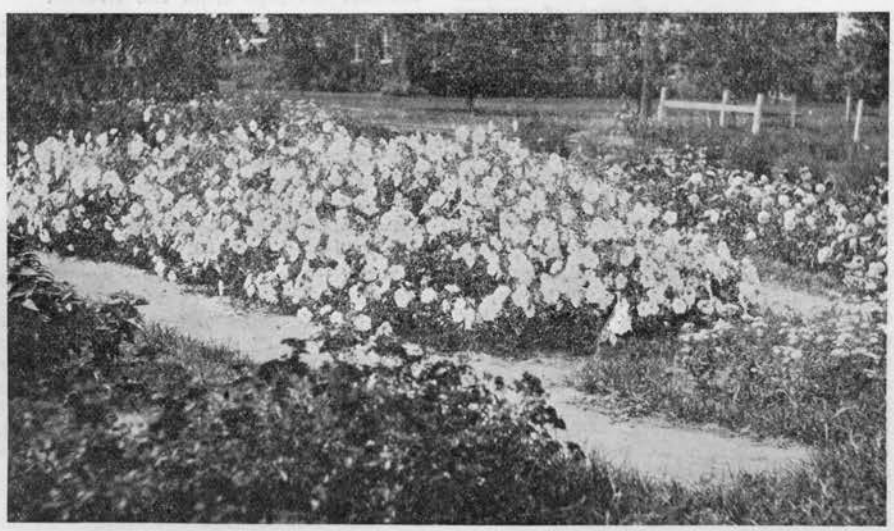
To the person who prefers to live in an educational environment, the following possibilities present themselves: Experiment station work and teaching in agricultural colleges where floriculture is a major subject. Fundamental training in the growing of flowers is often a prerequisite to teaching positions in botany and nature study work in primary and high schools. Many women are profiting by their knowledge of floriculture by writing for various magazines and newspapers. Some famous books on floriculture were written by women. Mrs. Frances King, Louise Shelton, Grace Tabor, Helena Rutherford Ely and Harriet L. Keeler are writers whose books on flower growing will be found in every horticultural library.

Floriculture for Homemakers

The typical American home is not limited to activities within the house. The development of yard and garden plays a very important part, and the wise homemaker will prepare herself to cope with these outdoor problems. The kitchen garden, the outdoor flower garden and the window garden all require a special knowledge if they are to be developed to the utmost. The products of these gardens in the form of cut flowers are used for home ornament. The proper arrangement of these cut flowers and plants within the home is expected of every housewife.

It is not as easy to grow flowers in the average living room as it is in the florist's greenhouse; therefore, the amateur flower lover must have fundamental training in plant growing. Knowing how to overcome the attacks of plant insects and diseases is of great value in making the home flower garden and conservatory a success. The unlimited variety of plants and seeds listed in seed and nursery catalogs presents a veritable Chinese puzzle to the inexperienced gardener.

Many homemakers get all of their garden education in the school of experience. This is a very slow process and the failures encountered often completely discourage the beginner. A safer method of solving the house plant and garden problems is to rely upon your Agricultural College and Experiment station. The staff in floriculture recognizes the predicament of the inexperienced amateur and is willing to render as much assistance as possible by means of publications, special lectures and courses in home gardening designed to meet the needs of the average Iowa homemaker.



Flowers should be a part of every Iowa home garden.

Historic Costume the Mother of Modern Vogue

By CLARA JORDAN

The Egyptian headdress has given us many suggestions.

THAT this period of modern smartness should be an adaptation from the darkness of a buried age, and should breathe an essence of Egyptian grace, Grecian leisure and Roman luxury, is a revelation that seems at once unique and great. And yet, would "milady" but stop to consider, she would realize that this fact is not indeed so unusual nor so extraordinary. For, even tho the quaint frock of simple line, with the lotus-flower design, and the lovely evening wrap with its Grecian drapes which she purchased from Madame, and the quaint strapped pumps of gold brocade, seem strange and fascinating, they are in reality only an expression of the influence ancient art and historic decoration have had for all time upon artistic development.

And if "milady" would but visit a modiste's shop and look not only at the lovely creations waiting her approval, but would consult with Madame's designers who visualized these frocks, she would learn many and strange things. When inspiration was waning or harmonies would not come out right, she would find these people making their way to art galleries, books and histories, and there devouring the contents and feasting their eyes on the beauty until they would come away refreshed.

And thus aided, they would use those ideas and suggestions and would weave them into gowns of fairy-like lovliness and wraps of enchantment. For all true art and all real designing finds its birth back in the time of Pharaohs, of Trojan Wars and Roman Emperors. Egypt, the parent of all art first stamped her influence upon Grecian art which in turn gave to Roman work the purity of her ability, and hence down to present time thru the media of libraries, art galleries and museums, the echoing influence of ancient times has been felt on all costuming.

Egyptian art was one of the first to find expression. Temples and buildings were characterized for the purity and simplicity of their structure. Decorations were simple, artistic and carried with them in symbolic nature, a meaning that was real and fundamental. And likewise were the robes of the people artistic.

Emblems, lotus flowers, symbols of running water, blowing grass, and progress of the Nile were found not to be a part only of architecture but were woven and embodied into textiles and placed upon garments in a manner that was essentially Egyptian. Impressions of these have been preserved and translated so that now in shopping about it is sometimes difficult to realize that we are not back in the time of the Pharaohs and are not actually taking part in the festivities of their courts, so strikingly brought out is the Egyptian mode in modern styles.

In the first place, textiles and fabrics of today may trace their origin back to the time when Egypt swayed the world. Hangings of soft, subdued shades, and intricate design, upholstery and rugs of many kinds betray a resemblance to old Egypt. Textiles of a finer weave but of similar pattern form the foundation for the clever sport dresses and afternoon frocks that are in such demand. The unusual and almost exaggerated evening gowns likewise are Egyptian, not only as far as material is concerned but also as to manner of construction. Negligees of soft colors and striking design, head bands similar to scarabes and winged globes, slanting girdles worn alike on evening gown and afternoon frock and even some types of jewelry show the brilliancy and yet the simplicity of the Egyptian period, in the manner of their adaption.

The art of Egypt gave to the Greeks an inspiration that lead them on to unrivaled creativeness. The beauty-loving souls of Greece feasted on the ideas and ideals of the Egyptians, which when wrought in combination with their own true sense of color and proportion, left monuments of such artistic value that they have been an inspiration for all modern workmen. It was perhaps this that guided the Greeks in constructing their Parthenon, one of the most perfectly proportioned pieces of architecture in the world. Frescoes were used, statues of all kinds ornamented and beautified their cities. These same ideas were carried out in the textiles and garments of the people and so thru the ages have come to bear an important influence on the modes of today.

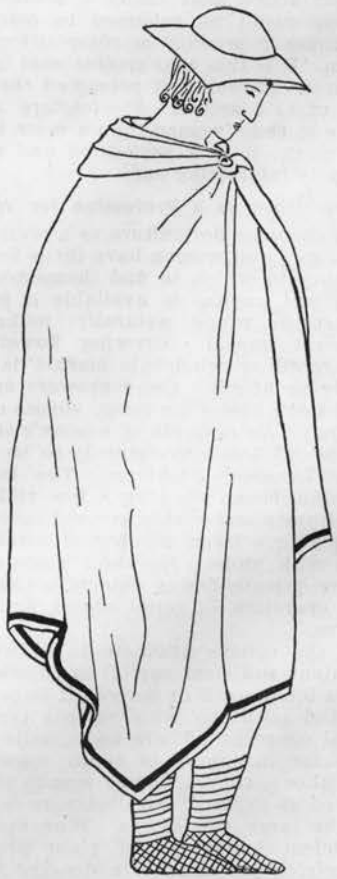
Many textiles for use in household furnishings, such as drapes, curtains and upholstery, are distinctly Grecian. Furniture of severe Doric types, as well as the more pleasing Corinthian styles are borrowed from Greece. Most striking of all, are the gracefully draped evening wraps, gay in color and exquisite in line, which seem to be an almost direct adaptation. Gowns of soft wools and silks, in silvered shades, always with the emphatic little drape that catches "milady's" eye, are a distinct heritage from the Greeks.

Intricate borders on gowns, wraps, scarfs and negligees are pleasantly suggestive of the frescoes on Grecian temples and the sleeveless jacket so frequently seen at a sports gathering is taken almost directly from the olden Greeks. Silver patterns, simple, yet artistic, bear the Grecian influence and the branched candlesticks so highly prized now might have been taken from the altar of one of the gods, so Grecian are they.

With the coming of the Romans into Greece, and their consequent carrying back and adapting of Grecian art and design, the simplicity of the Egyptians and the gracefulness of the Grecians was enriched with the more deeply colorful and intense influence of the Romans. To these luxury-loving people, the inspiration of these countries was very welcome and they used some of the ideas entirely as they stood, while others they molded over. Hence, the buildings were large and massive providing every comfort and luxury possible.

So too, this same influence was seen in the costumes of the people for they were an attractive combination of color and line giving at the same time much freedom. Tunics, scarfs and sandals that were used at the time are seen in disguised form today. The much strapped, frivolous little slippers of metal brocades and fancy buckles that are so picturesque at "milady's" ball are perhaps the most distinctively Roman adaptions that we have today. Shoes of every sort, in fact, whether for sport wear or for dancing have an essence of Roman character. Circular skirts, long over-drapes are Roman tho more especially do the bright colored scarfs seem to echo of gladitorial days. Head bands of rich colors, stripes seen in sports clothing are distinct Roman types.

And so this step from a buried age to modern times, is not so wide nor so sudden as it first seems, but really is more of a steady progress of successions which, beginning with the Pharaohs, has found its ultimate end in modern costume thru the media of literature, art and museums. And so too, this step is not followed by designers only, but by clothing workers and students who have found it a most interesting and profitable study. Courses in historic costume are offered in the home economics course at Iowa State College which tie up the customs of ancient times with the problems of today.



The Greek chlamys from which our modern cape is adapted.

Feeding the Multitude

By GERTRUDE E. MURRAY

PERHAPS you've been asked to take charge of a church supper, a dinner for the school trustees, or it may be just entertaining the club or missionary society. Or. perhaps you are a teacher in a consolidated school and have been asked to manage the school lunch room. In either case you may be one of those favored ones who seem to know the correct way of doing everything, by instinct, and accordingly get along splendidly, or you may be less fortunate, and never having had any experience along the line of large quantity cookery feel utterly lost and be ready to refuse to take such a responsibility.

If you belong to the second group you will appreciate some suggestions. In a class of junior home economics students where lunch for seventy-five is prepared every day these general plans are carried out.

In the first place, the work to be done should be divided, so that some one person is responsible for each dish and for that dish only. If you are the manager you will be responsible to see that everything runs smoothly. There should be two cooks to prepare the main dish and the vegetables, two people to prepare the salads, two for desserts, and one for bread, butter and beverages. If prepared dessert, such as ice cream, is served, the dessert people may help the cooks until the last minute.

And don't forget the lowly pots and pans! There should be one person whose especial job it is to keep the way clear thru the fast-gathering cooking vessels. You will not realize what a help this is until you have tried to prepare a meal without a pot washer. It may be possible to find someone who will wash the china free gratis, if it is a church supper, but that is not always possible and hired help will then be necessary. Since this is quite an expense paper plates may be used whenever possible. Very attractive paper doilies and plain paper napkins can be purchased at small cost. They save laundry and are quite as attractive as linen.

Speaking of dishes! If the meal to be served is a dinner you will probably need four plates per person, one for the main course, one for salad, one for bread and butter, and one for dessert; a cup and saucer, a glass, two or three forks, depending upon the type of dessert, one knife and one spoon. Of course for this type of dinner paper plates cannot be used. A menu for a dinner requiring the above number of dishes might be:

Baked Ham — Candied Sweet Potatoes
Scalloped Corn
Rolls — Butter
Head Lettuce — 1000 Island Dressing
Apple Pie — Coffee

If a lighter meal is desired fruit gelatin may be substituted for the apple pie.

If an informal buffet supper or luncheon is to be served, the entire meal, with the exception of the dessert which may be passed later, could be served on one plate, and if care is taken in planning the menu this plate may be paper. Such a dessert as cookies or cake might be used to economize on dishes. Menus like the following would be suitable for either a luncheon or a supper:

Meat Salad — Creamed Peas
Celery
Rolls — Butter
Devils Food Cake

—

Baked Potatoes with Cheese
Perfection Salad
Rolls — Butter
Date Nut Cookies

The following measurements should prove helpful to you:

3 teaspoons equals 1 tablespoon
16 tablespoons equals 1 cup
2 cups butter or lard equals 1 pound
2 cups granulated sugar equals 1 1 pound
2 2/3 cups powdered sugar equals 1 pound
2 2/3 cups brown sugar equals 1 pound
4 cups flour equals 1 pound
8 egg whites equals 1 cup
16 egg yolks
3 cups raisins or currents equals 1 1 pound

The following recipes will serve fifty people:

Scalloped Corn

7 No. 2 cans corn
1 cup butter
3 cups milk
2½ cups flour
1¾ tsp. pepper
2 qts. stale crumbs

Use stale, not dried, crumbs, and mix them with melted butter. Add milk and seasonings to corn. Put corn into six baking dishes, cover with butter crumbs, bake in moderate oven thirty minutes, or until crumbs are golden brown.

Salmon Salad

6 pint cans salmon
3 quarts coarsely-chopped cabbage
1 Tbsp. celery salt
2 Tbsp. salt
6 cups cucumber pickles cut in pieces
6 Tbsp. vinegar
1 tsp. paprika
24 hard cooked eggs

Remove bones and skin from salmon and break in pieces. Cut pickles and eggs in pieces. Mix all ingredients together. Garnish with watercress or celery tops.

Tuna fish or chicken might be used in place of the salmon.

Chocolate Cake

1 cup other shortening
1 cup butter
6 cups sugar
2 quarts flour
2 cups milk
2 tsp. vanilla
2 tsp. soda
4 tsp. cream of tar, tar
12 eggs
¾ cup boiling water
12 to 16 ounces chocolate

Melt chocolate over hot water, add one cup of sugar and boiling water gradually. Mix and sift dry ingredients. Cream butter and remaining sugar, add beaten yolks, hot chocolate mixture and vanilla, and flour and milk alternately. Fold in stiffly-beaten whites of eggs. Pour into shallow oblong pans to depth of one inch.

After the food is prepared there is the problem of conveying it to the guests. You can usually find high school girls who will be willing to serve as waitresses. One girl can serve eight or ten people very nicely and should not be given many more than that number. Be careful, however, not to have too many girls, or confusion may result. It is nice to have the girls dressed as nearly alike as possible, for instance, all wearing dark dresses or all wearing white middies.

Now what you have all been wondering about—the quantity of food required to feed a certain number of people. People who do not know how much food is required have been known to buy much greater amounts than is necessary. This proves to be expensive ignorance. The following suggested quantities will probably prove of value to you:

Soup: (used as first course)
1 gallon serves 35 portions.

Meat: (weight before cooking)
1 lb. beef (stew, ragout) serves 4 portions
1 lb. beef (hamburg) serves 4 portions
1 lb. beef (rump roast) serves 4 portions
1 lb. beef (rib roast) serves 2 portions
1 lb. lamb (roast) serves 2 portions
1 lb. lamb (leg) serves 2 portions
1 lb. ham serves 3 portions
1 lb. veal (leg) serves 2 portions
1 lb. chicken (extended with cream sauce and dumplings) serves 4-5 portions
1 lb. chicken (roasted) serves 1 portion
1 lb. dried beef (creamed) serves 18 portions
(1½ qt. white sauce to 1 lb. beef)

Vegetables:
1 qt. dried beans serves 16 portions
1 lb. potatoes mashed serves 4 portions

Salads:
1 qt. fruit salad mixture serves 8 portions
1 qt. vegetable mixture serves 6 portions
1 lb. potatoes for salad serves 5 portions
1 average head lettuce, garnish serves 12-15 portions
1 average head lettuce (used as head lettuce) serves 4-6 portions
1 qt. French dressing serves 64 portions
1 qt. Mayonnaise dressing serves 75 portions
1 qt. cooked dressing serves 75 portions

Desserts:
1 qt. ice cream, brick, serves 8-10 portions
1 qt. ice cream, bulk, serves 12-16 portions
1 qt. pudding serves 10 portions
1 layer cake serves 12 portions

Beverages:
1 gallon serves 35 portions
2 cups ground coffee to 1 gallon water
½ cup cocoa to 1 gallon liquid
¼ cup tea to 1 gallon water

Our Travels in France

By
Josephine Arnquist
State Leader
Girls' Club Work

American club girls, who demonstrated in France, and an old French abbe in a ruined French village.

THIS summer a fairy story came true to three Iowa people, when Katherine Bolebaugh and Beulah Rogers of Eddyville, two Iowa club girls, were sent to France, along with the Iowa State leader.

In order to spread the gospel of food preservation, of rural organization in France, and especially in the devastated region, the American Committee for Devastated France planned a contest for farm girls who were members of the National Boys and Girls' Clubs of America. This contest was to consist of three public demonstrations of canning, first, fruits; second, vegetables; third, meats; and the winners were to demonstrate in France.

So thus it was that two Iowa girls, along with two Colorado girls and the two state leaders, early in May, arrived in New York and set sail on the "La France".

We stepped into French atmosphere from the beginning.

Iowa and France are about the same in area. In the United States there are 110,000,000 people, in France there are 30,000,000, and in Iowa 2,400,000. Imagine thirty million people crowded into the state of Iowa, which holds only 2,400,000 people, and you have a good idea of the crowded condition of that country. People, people, everywhere. I say that one has never seen a crowd until they see a French one—they are more than crowds, they are mobs.

The second impression we had was one of age. It seems as if France must have existed always. As we stood gazing at one of the many cathedrals one of us remarked, "I suppose this is a very old cathedral," and our host said, "Oh, no, this is of recent date. This was built in 1600." You see so many of the cathedrals were built in the eleventh and twelfth centuries and are still in use that one of 1600 was of recent build to them.

Rural France was the most interesting to us. On our first drive in the country a thing that seemed strange was that there were no farm homes, and we would ride long distances without seeing a house. We wondered where the men and women lived who tilled the fields, and where the stock was kept. After the sun went down we found out. They hitched their horses to their two-wheeled carts and started home to the village. A French farmer seldom rides. He puts as heavy a load as possible in his cart and walks beside his horse. Very few teams of horses are seen and the few are driven tandem. The horses are large, powerful ones which are all well cared for. The roads over which these horses travel are wonderful. Most of the country roads of France are paved with macadam. They are lined on each side by shade trees, so make beautiful driveways.

The smooth crushed stone paving usually stops at the village and cobblestones take its place, and very rough cobble-stones at that. Our good old substantial American shoes got many a scuffing as we trudged over the stones. It is a very common thing to see people walking in the middle of the street instead of on the narrow sidewalks.

Of course we were especially interested in the appearance of the homes of France as we entered the first village, and were a little puzzled at the stone walls which met our gaze. Each side of the street was lined with stone walls which every so often had an interesting looking gate. Our curiosity was aroused immediately—what was back of the stone wall? Were the houses like ours? The first gate left ajar gave us a glimpse of a real French home. French homes mean gardens always, no matter how humble, no matter how pretentious. This is one thing America may well pattern after.

Very early, the French found out by living close together that it was much cheaper to have certain foods baked in bakeries than for each housewife to make these things at home. All bread and most of the pastry of France before the war was made in large bakeries and was a very superior product.

Another custom different from ours is the use of a community wash house. Each woman packs her laundry into her wheelbarrow, and takes her box, with one end out, which is filled with straw to protect her knees, and scrub brush, soap and short-handled wooden paddle. This building, known as the "lavoir", is maintained by the city. It consists of a roof built over a river stream. The women bend down and wash their clothes in this stream. Here, you see, they get all the news and gossip of the neighborhood. It is surprising how clean the clothes really get. At first it seemed strange not to have any starch put in our demonstration uniforms, but we soon got used to that.

There are several advantages in living together in the villages as we saw it. First, mail was delivered right at the door in a very short time after it arrived by train; second, people knew each other well; third, news could be given to each other on short notice. One of the girls lost her notebook while we were in Surgeres, a small town, and Madame DeVouge, who had our party in charge, notified the town crier, who called the people all together by means of a little handbell. When he had a big crowd around him he told about Beulah's notebook. This is the way the opening of school is announced, or news that fresh fish is in the market. The whole village loves to swarm out at any pretext.

The fruit trees interested us, they are so very small and heavily pruned. We saw apple and pear trees not as tall as we are. There are two things to remem-

ber in fruit raising in France: first, lack of space; second, limited amount of sunshine. The fruit trees are taught to grow up against the ever-present stone wall. The tree is out of the way, will get the benefit of the sun shining on the wall. Then, too, vegetables may be planted under it.

We had always heard that the French people are good cooks and we can agree with this. They have an abundance of vegetables in their diet, peas being most commonly used. They pick their string beans while the bean is the most prominent. Labor does not mean as much there as here. There are so many people to do this. Time is taken in picking and cooking and very little water used in the cooking of their vegetables. Their meat consists chiefly of pork, veal and rabbit. Their pork is much pinker and more delicate in flavor and more tender than ours.

Rabbit forms a good share of the people's food. It is very cheap food. Most of the rabbits of France are fed from scraps from the house supplemented by the grains, grasses and weeds along the roadside. Every evening in the little villages one sees the old women with their gunny sacks across their backs starting out after rabbit food. Nowhere have I seen old people work as they do in that country. They seem happy, knowing, perhaps, that they are still useful.

The farm people of France are hard-working people, putting in long, long hours. They are uncomplaining; they have a tendency to do things as their forefathers have done them. They do not have the initiative of the American farmers, they do not have the independence of the American farmer, they do not have the opportunity of the American farmers, and therefore cannot have the vision of the American farmer. As we saw it, there are two classes of farmers: the big landowners living in castles and owning hundreds and hundreds of acres which have been in their families for generations and the poor farmer owning just a little patch or working for the rich one. There did not seem to be a middle class as we have in this country. One's heart goes out to these people who are so plodding, and yet they seem to have something we lack—contentment.

The farmer of the devastated region is the one who needs the courage, and only a courageous people would dare attempt bringing back most of the land fought over steadily for four years. The French have the courage. The love of home is very strong in this race of people and largely because this has been the home of their people for generations they feel it must be rebuilt.

Those who have been over the battlefields realize the amount of work necessary to reclaim this land. The government first sends a small crew of highly paid experts over the land to pick up, explode and destroy all explosive. This is very dangerous work as innocent looking ground may contain powder enough to blow up the whole crew. Then a larger crew goes over the land and removes all large pieces of artillery, wagons and dead trees. A third party goes thru and removes barbed wire, and such a task as this is. The wire is raked together in large piles; then by means of presses gotten into bundles about a yard square. These are then piled up.

Now a fourth crew rakes the land and the shells buried in the ground are gotten out and the land is ready to be leveled. Large holes resembling craters of extinct volcanoes dot the ground. Some of these will not be reclaimed in our day.

Not only has the farmer his fields to reclaim, but his little village must be rebuilt as well. The love of the old makes him want everything as it was before the war. If the street had a little crook in it before the war it must have one now. If his home had but one window on the south side before the war it must have but one now. If there was no running water in the house before the war there certainly will be none now. This seems too bad. We had hoped that improvement would be made in the living conditions of the people (the silver lining to the awfully dark war cloud).

The American Committee for Devastated France has done much to help build up this section. They have maintained social centers and this means much in a country where destruction is ever present. These places were havens to thousands, living in the ruins of former happy homes, trying to begin again. They have organized farmer groups where buying could be done cooperatively. They have loaned money with little or no interest. They have conducted classes for the children. They have conducted libraries. All of these things are being turned over to the local people as soon as they can handle it.

We gave our demonstrations under the auspices of this committee. Demonstrations in cold pack canning, dress form work and home millinery were given. All work was given thru an interpreter, Madame DeVouge, who two years ago was sent to America to study extension work from the state colleges. Colorado would stand on one side of the interpreter and Iowa on the other. Madame DeVouge would tell what Colorado was doing, what Iowa was doing. The people were intensely interested, first, in what real American farm girls looked like, and second, in the work. Altho canning originally began in France, it took America to discover a real practical, workable method adapted to the home. As Mademoiselle Aydat, the French woman sent to America last summer to study farm women's and girls' extension work, said, "France can discover things, but it requires America to adapt them. You are a most practical nation."

Canning by means of one-burner charcoal stoves which needed bellows to keep them going was a new experience for American girls. Fuel is a big problem in France.

The French farmer walks from place to place or uses his one horse or rides his bicycle. Bicycles are very common in France and very practical, the distances being short and the roads good. Automobiles are not nearly so common among French farmers as among American farmers. The first car we saw as our boat steamed into the French port at Havre was—a Ford car! There are many Fords left over from the war sold by our government to French people. One of the first questions asked us after people knew we were Americans was, "Is Henry Ford going to be your next president?" The second was, "Do you really *like* water to drink?" and the third, "How do you plan to get by the custom officers in New York?"

The farmer of France has a public school provided for his children. Compulsory education is in force. The public school takes care of the child up to twelve years of age. All education after that must be paid for by the individual unless a scholarship is won. Many scholarships are given by the state and may be competed for by anyone.

The schools are more formal than ours. There is a more distinct line drawn between teacher and pupil. Here again age is considered, he of ten gray hairs is placed above he of five. In the lowest grades the little girls and boys go to the same school, but after about ten years of age they are segregated. During the last few years the higher colleges have allowed women to enter.

The home of the wealthy French farmer is a pretentious affair, usually of many

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Showing French girls how we make dress forms in America.

The Evolution of Home Economics at Iowa State

V. The "Dinky"

By RUTH ELAINE WILSON

TIME was (in the '80's) when the mere idea of a car line between Ames and the college would have provoked a grin, wide and skeptical. In fact, it would have been considered a joke. I have now to tell you how two brave pioneers in the cause of progress set forth to break down these walls of opposition and planted the idea, which eventually brought forth fruit in the shape of the "dinky."

These two pioneers entered the college in 1887, enrolled in the department of mechanical engineering. There were fifteen members in their class, not a small group, considering that the entire student body totaled 300. And not to keep you longer in suspense the pioneers were Charles D. Davidson and John A. Bramhall.

During the time that these two lived the life of the under-graduate, they grappled with science, solved the problems of the world and eventually arrived at their senior year with but one thing between them and a sheep-skin, a thesis. It was necessary to produce such a document in order to be properly "finished."

"Great oaks from little acorns grow," and the steam engine was the result of a tea-kettle. Whether the following episode was at the bottom of the idea which germinated a thesis, which produced the "dinky" which developed the "Fort Dodge, Des Moines & Southern," I am not permitted to say. However—

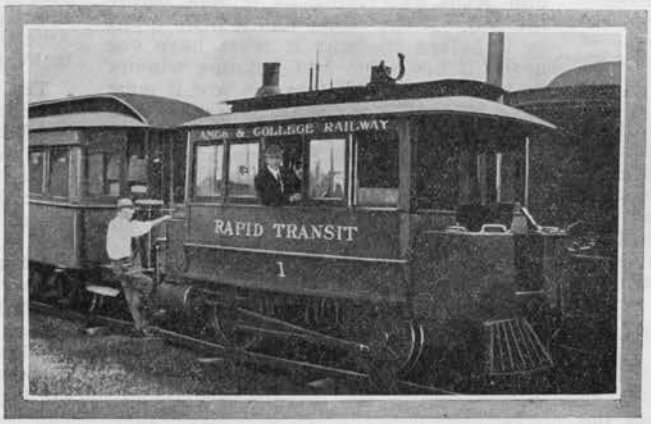
One of these pioneers arriving on the campus in his freshman year found himself put up at one of the "cottages." His room was a barn-like place containing nothing but the bare necessities and on the second day the pioneer set forth to procure for himself the essentials he found lacking.

Now in these early days there were two alternatives to choose between when one considered a trip to town. These were the bus or the constitutional. If you chose the former it involved two horses, a bus, much favoring a grocery wagon (capacity ten individuals, five along each side), and 10 cents. If you decided on the constitutional, it comprised shoe-leather, a ravenous appetite and a good disposition.

Well, not to keep you holding your breath longer—this pioneer lacked the 10 cents. Rather, he had it, but he was jealous of it. When one carries out ashes, or repairs locks and keys, or puts in window lights, at the rate of 10 cents an hour, one becomes prudent in the matter of bus rides.

The Pioneer "constitutionaled" to Ames and purchased the following essentials, to wit: 1 broom, 1 dust-pan, 1 wash bowl, 1 pitcher, 1 lamp, 1 donacher.

Have you ever walked two miles with a load such as that? Well, then, imagine it. I am not in the mood to do justice to the pathetic struggles of our Hero. To ease your mind, he survived. And as I write I am more and more convinced that the episode does have great bearing on the thesis produced.



The "Dinky". The depot was what is now the college bookstore and post office. It was then in its prime, a really pretty building with a long covered train shed on its right side.

But when the thesis problem presented its ugly face the pioneers consolidated their efforts, racked their mechanical wits and out of past experiences and native intelligence conceived the idea of "An Electric Railroad Between Ames and the College".

Pioneer No. 1 (and our Hero) did the mechanical and electrical features, including the designs for the power plant.

Pioneer No. 2 wrote up the special features in regard to cost of operation and probable income from the railroad. The whole thing involved several hours a day for a year of college work. But finally it was finished, all but typewriting.

The thesis was accordingly pecked into shape at the office of J. L. Stevens, an attorney at Ames. Attorney Stevens was interested in the idea and offered to do the typing free of charge and pay the Pioneers the price of $1.25 for a carbon copy of the thesis. The Pioneers were stunned. One dollar and twenty-five cents looked like the beginnings of a fortune. They accepted the offer.

Later the two were called before a faculty committee which included Professor Stanton, Professor Budd and Attorney Stevens to read and explain their masterpiece.

Here follow a few excerpts from the original copy:

"Altho but one passenger car will be operated at a time, another to use in case of breakdown and at busy seasons of the year will be in readiness. Of these cars one will be open to be used more particularly in pleasant weather, the other to be a closed car 16 feet long, seating capacity of 22, but which may be loaded to 75. * * * The railroad is to be operated eight months of the year and a man to attend to the finances and operating of the road will be paid $60 per month. * * * The cars will run from 7 a. m. to 7 p. m. (10 p. m. on especial occasions). By running Sundays students will be able to identify themselves with churches of Ames and Ames citizens will be permitted to attend our services.

"Arguments in favor of the railroad:

"(1) Students average one trip a week to Ames; that is 300 in six days or 50 a day. Will not the time saved in making the trip increase the number who make the trip from 50 to 60 daily?

"(2) Under the bus system five members of the faculty live in Ames. Two more would move had they means of getting back and forth.

"(3) The ladies will have calls to make on faculty and citizens of Ames, say one a week. These calls must be returned. This will make 34 trips."

The Pioneers were dismissed after their presentation and shortly informed that their work was creditable and the thesis problem solved. Two weeks later they were awarded the coveted sheepskins.

It was not until some time later that the Pioneers learned that their seed had been cast on fertile soil. Professors Stanton, Budd and Attorney Stevens had organized a company to put in a railroad between Ames and the college. J. L. Stevens was president of the corporation. Ties and rails were purchased and the work begun. It is said that the ties were not all that might have been wished. They were good cedar, but holes were rotted in at the ends. The company discussed them from all angles. And Professor Budd declared that the holes would last longer than the ties. They were finally accepted, however, and the work went on. On July 9, 1891, the "dinky" itself pulled on, a bobtailed train of two cars, square and boxlike, which carried 200 passengers to the load. The engine was an old second-hand steam locomotive once used on the old belt line railroad in Des Moines, running from the downtown district to Hyland Park. This was the "dinky"—the result of the Pioneer thesis, a steam engine and not the electric car on which they had figured.

But it was a success. Besides hauling all the freight between the college and Ames—a trunk would go for 10 cents, it made four trips daily with the fourth ward children, taking them to Ames to school and back. Old "Hank" Wilkinson, the engineer and the best natured old soul in the world, enjoyed this part of his work especially, and loaded and unloaded the little Knapps, and MacKays and Beardshears and the rest of the small fry, who are large fry now, every school-day during the lifetime of the "dinky", without a casualty. And financially the "dinky" far exceeded the expectations of the Pioneers. The year before it was absorbed into the electric railroad from Des Moines it cleared $10,000.

The Power of Music

By OSCAR HATCH HAWLEY, Iowa State Bandmaster and Associate Professor of Music

MUSIC, altho the youngest of the arts, now, without question, takes precedence over all others in its effects on the subliminal self. There is no human creature who is not more or less affected by music, and, in a general way of speaking, the higher the type of man the greater is the effect of music on him. Savages do not care for the music of civilization and to primitive man the beat of the tom-tom and the shrill note of the reed pipe is sweeter than the grandest harmonies of the master symphonies. On the other hand, there is no music for civilized man in the discordant cacophony of the aborigines, and very little that is interesting or pleasing in the monotonous droning and thumping of the semi-civilized tribes. Hence it is easy to perceive that music—if it is to have any effect for good—must be such as will be pleasing to the listener.

In this and other countries which are making strides in civilization we find music keeping pace with the arts and sciences, and beautiful harmonies and majestic chords are used over and over again for the uplift and advancement of the world. From all of which I gather that the degree of musical intelligence exhibited by people is good indication of the degree of education and refinement—even the spiritual advancement—made by that people.

The reason that music has a greater effect on the subliminal self than any—or all—of the other arts is that music is wholly emotional and all other arts are more or less intellectual. Do not understand by this that there is no intellect used in making music. Far otherwise. It is the one art calling for the highest type of intellect, fused with an imagination that blends all science, art and industry into one gigantic poem that makes its appeal thru the auditory nerve and thus to the emotions, instead of thru the eye and so to the intellect. Music portrays emotions only. The composer may have spent days, weeks, months or years in the production of a symphony, overture or tone poem. To him it has been a tremendous intellectual effort as well as a work of huge physical labor. But the whole effect of the music (when it is played and heard) is emotional. To an

(Continued on page 14)

To Judge of a Bargain

January, Month of White Sales Tempts the Unwary Buyer

By MILDRED BRIGGS, Graduate Assistant of Home Economics

TO FULLY understand bargains it is necessary to know what a bargain is and what it is not, also to consider the merchant's policy in giving bargains and the psychology involved.

A bargain is a well chosen article, reduced in price which proves serviceable for some direct use. A bargain is not a bargain when it is not needed, when it is bought because it is cheap and may be of use later. If some use must be created, as giving it away to get rid of it, then it is not a bargain. If some article is not used immediately, it takes up space, causes annoyance, has money tied up in it and deteriorates in value and does not prove to be a bargain.

When we consider the merchant's reason for giving bargains, we may be better able to select bargains. One of the main reasons a merchant has in giving bargains is for advertising. Bargains always attract attention, the mere word is a signal. People eagerly crowd to the doors of bargain sales, many times before the hour of opening. This is what the merchant wants, for in their search for the much coveted bargain people see other attractive lines of merchandise displayed. Kelley in "Business Profits and Human Nature" says the merchant does not place bargains near the front entrance but at the rear and the route there takes one along aisles bordered with other lines of tempting merchandise. The bargain at the end may be sold below cost and charged to advertising but the sales made on the way there make a substantial profit.

One great reason for $ Day is because of its advertising. A merchant may offer some big article as one $40 overcoat to the first man wanting it, and the loss to him would be advertising expense. Bargains are given to gain the good will of the people, to give satisfaction and above all to get people acquainted with the store.

One of the best ways to create activity in business is by the bargain sale. "The efficiency in the use of capital depends on its activity." Activity means the number of times it can be used over and over again in a year. The old maxim: "A nimble sixpence is better than a slow dollar" applies in this case. It may be profitable to decrease the selling price somewhat to increase the turnover. In case of novelty lines, this is often done to lessen the danger of having leftover stock which means loss to the merchant. Bargain sales help materially to increase the volume of business. One merchant sold 1400 dresses in a three-day sale that normally would require several months.

Incidentally, the merchant considers that bargain sales bring in cash, thus lessening his charge accounts and bad debts. He places the time of his sale carefully, using off days as Monday or Thursday. This means lessened overhead expense by making greater use of the help that would otherwise be idle. In most towns and cities $ Days are in August and February to help fill the natural slump in business at that time.

A merchant may give bargain sales to forecast the future, to try out the public to sense the demands. A sale at the beginning of a season would be a good indicator as to what people would want thruout the coming season.

Along with creating activity in business, the merchant gives bargain sales to reduce his stock. This may be necessary, due to loss by fire, or bankruptcy. Before inventory many sales are given to lessen goods on hand. Merchants get rid of shop worn or soiled articles caused by taking out on approval by bargain sales. This likewise is a means of eliminating old style goods, novelties, odd sizes and left overs.

Can it be that merchants offer bargains to satisfy the public demand? Douglas said: "Modern craze for bargains has wrought great hardships on a certain class of toilers." Are we justified in causing rapid changes in women's garments at the expense of poor workers? What about the beautiful hand-made blouse that sells for $1.98? Should we demand bargains, that as Mrs. Baldt says are pitfalls for the unwary? What the former price was is the first question the consumer asks. Should we demand cuts at the expense of all others, and force merchants to advertise that dresses which were $35 are now being sold for $25?

To better understand bargains let us consider the phychology involved. We know that bargains offer a most interesting study from this standpoint. The three psychologists, Casson, Kitsen and Buttler agree that there are certain distinct steps in every sale. The first is attention. Just as a building is planned by experts, so is a bargain sale. The attention expert finds you in billboards, magazines, newspapers, window displays and attractive counters. The more intense the means of attracting, the better. The size of the sale or the number of people crowded around a bargain table interests us. The size of the price attracts us. In $1.98 bargains, the $1 registers upon our minds, not all of us figuring the 98 cents added makes just 2 cents less than $2.00. Even the word "bargain" giving us a hint of a cut in price attracts our attention.

Anything unusual attracts our attention. A felt hat frozen in a cake of ice in a window display naturally attracts our attention. Our emotions may be appealed to. One merchant has suggested to other merchants to watch the movies for a sad show and advise the people to

stop in and buy a couple of handkerchiefs before going to see the show.

Locating bargains in an advantageous position naturally draws our attention. In a store 20 x 100 ft. it has been found that on the right side back from 15 to 20 feet is the most advantageous selling location. More bargains would be sold at this place than any other in the store. Also small bargains are often placed near the place where packages are distributed. Customers waiting pick up little inessentials.

After our attention is gained the next step is to create interest. If customers will ask questions, so that salesmen can give information, interest is aroused. Activity likewise arouses interest, as feeling the quality of a silk remnant or handling bargains. Curiosity sales always interest. Some stores have courtesy shopping days at which time they open their sales to their customers a day ahead of the time advertised to the general public. Another way to gain this same result is to give a certain per cent of the profit of the bargain sale to charity.

If others are interested, the mob spirit has its effect, many becoming interested because of others. Above all merchants create buying atmosphere. No wool underwear is displayed when it is 98 degrees in the shade, but light, cool attractive material.

When interest is maintained long enough it merges into desire, and desire leads to action, which closes the deal. Action is the "pulling the trigger of the will" and the bargain is in the hands of the consumer.

In general, the time to buy bargains is out of season, or at the end of the season when a merchant wishes to get rid of his stock. Pre-inventory sales are well to consider. The place to buy bargains as a rule is in a bargain basement where naturally the overhead expense is less. Generally the kind of bargain to consider is the soiled garment that can be easily restored, or odd sizes or left overs if you have direct need for them.

Before buying bargains stop to consider whether it is a bargain or not. Emerson says: "Train thyself in the small things then proceed to the greater." Do not jump at conclusions. Stop to analyze the situation. Realize that the salesman is trained for the attack and consider whether you are trained for the defense. Consider the merchant's reason for offering bargains, appreciate the psychology involved and above all ask yourself, "Do I have a direct need for this bargain?".

Who is Responsible for the Child?

A Teacher Closes the Series

By LOUISE CRAWFORD

IT WAS with a reluctant feeling that I finally consented to offer a modest contribution for this issue of the Iowa Homemaker, that splendid growing publication, which is so replete with worthwhile topics, written in the most original style by the various students of its editorial staff, as well as by those of the faculty who are recognized as authorities in their special work, or by those who have gone into larger fields of service from Iowa State College.

The topic assigned is weighty, indeed and I feel at the start that I have overestimated my ability to write anything of interest, especially after reviewing the preceding well-written articles.

I may state that I have had the blessed privilege and experience of motherhood, and added to that, have as a teacher shared with parents the responsibility for a time, of their little ones during the most impressionable years of their lives.

Parents first of all are responsible for their children; in fact, the supreme responsibility, the greatest obligation, the highest duty that comes to men and women, comes to them as fathers and mothers, and it is said this responsibility does not seem to diminish until the quarter century mark of the offspring. The mother has a much larger portion during the earlier years, the father's influence coming on gradually as the child matures.

Each generation finds new problems, new responsibilities—so that it is far better for the parents to assume the control of their children than to shift much of it upon the grandmother's shoulders or any other relative who may be a member of the household. Some of these dear old grand women are quite insistent upon using their theories of rearing a family, but the chances are that the mother's generation will have fewer changes from the present than that of two generations back. Then, too, these well-meaning grandparents, as a general rule, are quite too lenient for the child's good, and consequently the parents have a constant struggle to keep near their ideals of proper training.

Some parents spend too much time and thought on the physical and material side of the child's make-up, but lose sight of those things which embellish his mind for an appreciation of the more beautiful things in life. They also have a fear of some bodily accident overtaking him when sometimes the morals are being undermined by bad associates.

Teachers come in for their big share of responsibility, especially where most children regard the teacher as a fair model for them to imitate. And yet when we calculate that the teacher has the child but one-fifth of his waking hours, the other influences have such a large proportion of his recreation hours, that the teacher finds it difficult to see the effect of her moral efforts.

The more the parent is a teacher, the better the child's education—the more the teacher is like a parent the better the results at school. Parents' opportunities for affecting character are much greater than those of a teacher because theirs is a continuous influence and a more intimate one. Parent-teachers associations are doing a vast amount of good. With the splendid co-operation of the two many of the troublesome problems are now solved with ease, and a strong mutual feeling of interest and sympathy now exists between them.

Some of the effects of the irresponsibility of parents may be gleaned from statistics which tell us that 82 per cent of children are born with a chance to be vigorous men or women,—only 17 per cent grow up without some handicap—so that 65 per cent are cheated by someone's lack of responsibility.

Too long automibile rides, and the taking of children to inappropriate places because they have no one to leave them with is a sign of great selfishness on the parents' part. Keeping the children up till father comes home at night so that he may have a romp with them before bedtime, makes hours for sleep variable —fine for the father, but children then are too excited to go to sleep readily, and sooner or later develop one of those extremely nervous dispositions. They ratify the children's desires when they know it is not for the best, because the child's crying makes them nervous, or they allow them to run about when they have fever, as it is such a task to keep them in bed.

Another father wants it quiet in the evening so that he may read his daily paper, mother wants peace, too, with her bit of fancy work for a pastime, the movie seems like temporary relief at least, from the children, and the parents go on quite unmindful of the neglect of their responsibility to make the God-given gifts a comfort to them in their declining years.

Herbert Hoover, in one address at St. Louis, said, "Parents should realize that the joys and privileges of parenthood must be paid for in a good deal of sacrifice on their part, this not only applying to the mother, but to the father as well."

I like the thought of score cards for parents by which they can easily measure themselves and find out in what respect they are wanting in the cares connected with the proper rearing of a family.

Children are quick to discern weaknesses in parents as can be illustrated by this conversation between a mother and child. The mother said to her little son that she did not altogether like one of the habits of a little companion of his, whom she had heard speak quite saucily to his mother, and was afraid her child might fall into the same habit if he continued to play with him. She was surprised when the child replied, "Oh, never to you, mother." "But if you could hear how saucy his mother is to him sometimes you'd not blame him so much." He quickly recognized the contrast in mothers, and realized that his mother was aiming to be a model parent to him, and assuming all the responsibilities she could for his welfare.

So may I close by quoting:

"Train up a child in the way he should go,
And when he is old he will not depart from it."

THE IOWA HOMEMAKER

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ON HABITS AND NEW YEAR'S RESOLUTIONS

How to live—does anyone know? Sermons, history, books, inspirations of great men—and still humanity struggles and philosophizes over her struggles, then makes New Year's resolutions.

Oh yes, we've all made them. The student resolves to keep up his studies, the teacher to be kind and patient, and even mother has a list to tack up over the kitchen sink.

But whether we resolve to be good to "hubby," or get up at six o'clock every morning, or see that Sally washes her teeth every day, our resolutions are all attempts to form habits which we know to be useful in daily life. And right here is where we've arrived at the crux of the whole affair of housekeeping. Habit formation solves it. If you've gotten into the habit of doing your work the easist way in good dispatch; if yours is the habit of being cheerful and interested in spite of busyness; if your habits of rest are satisfactory; why, housekeeping is no drudgery at all.

But if such is not your lot, begin to strive right now. Good habits are worth your most strenuous efforts. For when some routine duty once becomes perfectly ingrained as a habit the homemaker need think of it no longer. It is apart from her. The duty is done of itself (just like knitting) and she may center her attention upon more interesting matters. Her housework will be done more simply and accurately with less flurried movements, and at the end of a busy day she will find herself less fatigued and tremendously satisfied.

Not only does the homemaker profit by subjecting her daily routine to habits, but the ordinary individual finds himself more efficient, less life weary and with more leisure time. Habits of cleanliness, good food, regular hours of eating, of rest and work would free many from the bondage of irritating daily routine details.

Says William James, of Harvard University, in his classic chapter on habits in "Psychology":

"The great thing, then, in all education, is *to make our nervous system our ally instead of our enemy.* It is to fund and capitalize our acquisitions, and live at ease upon the interest of the fund. *For this we must make automatic and habitual, as early as possible as many useful actions as we can,* and guard against the growing into ways that are likely to be disadvantageous to us, as we would guard against the plague. The more of the details of our daily life we can hand over to the effortless custody of automatism the more our higher powers of mind will be set free for their own proper work.

"There is no more miserable human being than one in whom nothing is habitual but indecision, and for whom the lighting of every cigar, the drinking of every cup, the time of rising and going to bed every day, and the beginning of every bit of work, are subjects of express volitional deliberation. Full half the time of such a man goes to the deciding or regretting of matters which ought to be so ingrained in him as practically not to exist for his consciousness at all. If there be such daily duties not yet ingrained in any of my readers, let him begin this very hour to set the matter right."

As aids to the person who would form good habits, James suggests these maxims:

"The first is in the acquisition of a new habit or the leaving off of an old one, we must take care *to launch ourselves with as strong and decided an initiative as possible.*" To put ourselves in the circumstances which shall "re-enforce the right motives, and encourage the new way. Envelop your resolution with every aid you know. Every day during which a breakdown is postponed adds to the chances of its not occurring at all."

The second maxim is: *"Never suffer an exception to occur till the new habit is securely rooted in your life.* Continuity of training is the great means of making the nervous system act infallibly right". It is necessary to secure success at the start as failure will damp the energy of all future attempts.

And the third maxim: *"Seize the very first possible opportunity to act on every resolution you make, and on every emotional prompting you may experience in the direction of the habits you aspire to gain."*

"When a resolve," continues James, "or a fine glow of feeling is allowed to evaporate without bearing practical fruit it is worse than a chance lost; it works so as positively to hinder future resolutions and emotions from taking the normal path of discharge. There is no more contemptible type of human character than that of the nerveless sentimentalist and dreamer, who spends his life in a weltering sea of sensibility and emotion, but who never does a manly concrete deed". No impression without expression.

As a final practical maxim, relative to habits of the will, he offers: *"Keep the faculty of effort alive in you by a little gratuitous exercise every day.* That is, be systematically ascetic or heroic in little unnecessary points; do every day or two something for no other reason than that you would rather not do it, so that when the hour of dire need draws nigh, it may find you not unnerved and untrained to stand the test."

A FAMILY AFFAIR

When Father packs his satchel to come to the annual Farm and Home short course week held at Iowa State from Jan. 28 to Feb. 2, will all mothers and daughters remember that they are invited also and pack their bags and come along, too? All phases of home economics will be touched upon in classes, discussion groups and demonstrations. And the entire Home Economics faculty will be at the service of Iowa women.

Activities of the Merrill Palmer School

(Continued from page 1)

Each student makes a careful study of the development and personality of four or five of the children.

The major interests of both faculty and students at Merrill-Palmer School center about the Americanized Nursery School. As a Child Care laboratory it offers an unparalled opportunity for college women to secure first-hand knowledge of the physical, mental, social and spiritual development of young children. The students also learn from study and experience how to meet various problems which may arise in the training of children. As a Nursery School it functions to assist the home in providing an atmosphere and environment most favorable to the normal development of the normal child.

At present thirty-six children between the ages of two and five years have the privilege of spending the hours from 9 o'clock in the morning until 4 o'clock in the afternoon in the school environment. Upon enrollment the family history is taken, each child is given a complete physical examination and as soon as possible, a mental test. At intervals additional examinations and tests are given and accurate records of all findings are kept. These and the daily written observations of each child form the basis for the modification of the home and the school environment to meet individual needs.

Frequent conferences, both regular and special, are held for discussion of problems in the nursery school. It is not unusual for the physician, the nutrition specialist, the psychologist and the head teacher of the Nursery School to confer concerning the best method of handling particular tendencies noted in the individual child. Since home and school must co-operate if satisfactory results are to be obtained frequent conferences are held with the parents. It is definitely understood that it is not the purpose of the Nursery School to take the place of the home but rather to afford the parents an opportunity of using accurate scientific knowledge as a basis for providing the best possible home conditions for their children.

The material equipment of the Nursery School has been planned so that little children can use it. In the cloak room you will find small lockers with low hooks; in the school room, low tables, chairs, cupboards and book shelves; in the toilet room, low basins, stools and mirrors; also towel, comb and tooth brush hooks within the children's reach; in the sleeping rooms, small low beds. In each of these rooms individual possessions have attached to them small round tags, with pictures on them. Even the smallest child soon learns to recognize the picture which marks his possessions and is quite particular that his right of possession be respected.

As each child arrives in the morning he is examined by a nurse from the Detroit Board of Health. If he shows evidences of cold or other infectious disease he is taken to the isolation room until he can be sent home. Parents understand that he cannot return until the school physician is satisfied that there is no danger of infection.

The removal of coats, hats and rubbers is an interesting morning performance. Even tho the children are small they need very little help and often protest strenuously if an older person who does not understand the policy of the school, attempts to assist them. The smaller children are sometimes helped by the larger ones, which proves a more satisfactory arrangement to all concerned. On the low table in the hallway thru which the children pass, stands a pitcher of water and a tray of small glasses. The opportunity to pour their own glass of water is usually sufficient inducement to secure the desired result.

As a child enters the Nursery School room he may find a number of the children already sitting on the floor in a circle, possibly rolling a ball to each other, singing a song, or listening to a story, or perhaps they may be "doing what the music tells them to"—skipping marching, running or walking. Probably a few of the older ones will be preparing the tables for the morning lunch. He joins which ever group he chooses, or he may sit down and watch the others awhile.

Soon it is "news time" and all the children are eager to join the group seated in a circle on the floor. Usually at least half a dozen children have "news" which they show or occasionally tell. It is a thrilling moment when Margaret is selected to bring her news and skips away to her locker returning with a doll, picture or some other cherished treasure hidden behind her. As she stands at the doorway she calls "All shut eyes" and the children "hide their eyes" until she again stands within the circle and calls "Ready." These bits of news afford interesting opportunities to the teachers and sometimes call forth astounding expressions from the children.

When the "news circle" breaks up the children take their places for the morning lunch. Waiters are selected and soon half a dozen little tots are carrying sherbet glasses of fruit juice (containing cod liver oil) to their companions at the tables.

But look—three-year-old Johnny has tipped his tray a little and the glass and its contents are on the floor. He turns around, puts his tray on the serving table, picks up the glass and puts it on the tray, then leaves the room and soon returns with a pail and mop cloth saying to the head teacher as he passes, "It wasn't a very bad accident, was it, Miss Henton?" She smiles and replies, "No, not a very bad one, Johnny" and Johnny proceeds to wipe up the fruit juice and then takes the pail and cloth back to its place.

When he returns he goes on with his serving as tho nothing had happened. By this time most of the fruit juice (cod liver oil included) has disappeared as if by magic and each child has carried his own glass back to the table and deposited his paper napkin in the waste basket.

It is now time for "work" and after returning from the toilet (a routine performance cared for at least three times daily) each child chooses his own work and soon two busy groups are seen at a variety of occupations. The older children usually go upstairs to the "block room," while the younger ones work in the school room with materials better suited to their capacities. After about an hour at varied indoor occupations, they

put on their wraps and go outdoors for "play." Swings, see-saws, wagons, velocipedes, kiddie cars, slides and pile utensils are quickly requisitioned and the happy morning continues.

About eleven-thirty the children go in, take off their wraps and each one carefully washes his face and hands and combs his hair. He now joins the story circle or if he prefers looks at picture books or works quietly at one of the tables. The story is followed by music and then the children troop off to their little beds for a ten minute rest before dinner.

Some of the older ones are granted the special privilege of coming down early to set the tables for dinner. When this task is finished a messenger gladly goes upstairs to announce that "dinner is ready." A teacher or student takes her place at the head of each table and with rare exceptions the children choose their own places.. Grace is said or sung, waiters are chosen and thirty hungry children are soon eating a dinner which has been planned and prepared by those who have made a special study of the nutrition of children. The following menu is typical:

Cream of pea soup
Baked potato Stewed tomatoes
Lettuce sandwiches Milk
(whole wheat bread)
Stewed apricots

The week's menus are typed in advance and a copy sent to each home. In many instances the mothers request the assistance of the nutrition expert in planning home meals for the children. At intervals, typical breakfast and supper menus are sent to all the homes.

After dinner the children take a two hour nap, upon awakening have their lunch of milk, then play out doors until it is time to go home.

This brief outline gives a very inadequate picture of the Merrill-Palmer activities. To fully appreciate what the school means to children, students and mothers, one must not only see the activities but also participate in them.

The Merrill-Palmer Nursery school has been in existence less than two years. Even in this brief period an intense interest has been aroused among those who are vitally concerned with problems of childhood. Psychologists, pediatricians, nutrition specialists, educators, social workers, nurses and mothers are among those who have come individually and in groups to try to find out what it is all about. Can it be that all are interested because each group sees here an attempt to combine the efforts of all in a *careful, scientific study of the whole child?* What the ultimate outcome of this new venture in education may not be, not even the most sanguine are yet ready to predict.

Specific Helps on Everyday Teaching Problems

(Continued from page 2)

grades shall health instruction be given? In what courses should health work be stressed? Perhaps if we outline the aims which we are setting for ourselves as Home Economics teachers, we may find more opportunity than we may think possible.

The Committee on Home Economics Education reporting for the American Home Economics association, suggests these aims:

1. The preparation of the individual to apply to personal habits of living and to homemaking, the fundamental principles of the natural sciences, art, psychology, sociology and economics.

2. To equip the students with facts, processes and attitudes which will render their lives more effective.

3. To improve the health and living habits thru both incidental and direct instruction in food and clothing.

The school curriculum itself may have a broader plan. But the effective curriculum may well include the aims of the home economics courses supplementing the general health work. In a recent survey made in the Ames high school, we found the following conditions: Out of 382 students, 56 (or 14 per cent) were normal, 121 (or 32 per cent) were overweight and 205 (or 53 per cent) were underweight.

The home economics teachers might well take an inventory of the school. Other teachers and students once interested will give much assistance. A faculty discussion will show opportunities in other courses. Here may be found an opportunity, a chance for real service with an abundance of opportunity in the courses now offered, with a vital contact relation in the lives of the students. The home economics teacher must recognize and analyze the need of the community which she serves. She must develop an attitude of mind which is flexible and open. She should use the wealth of material which is essential to the life of her students.

The old statement said that "students go out and teach as they were taught, not as they were taught to teach." The modern educator would change it, "students go out to teach as they were taught to teach, even as they themselves were taught." Applying this to our health ideal we might say, "students go out to live as they are taught to live, even as the teachers themselves lived."

Our Travels in France

(Continued from page 7)

turrets and of long standing. These homes are handed down from generation to generation. One French woman of great wealth was very interested in extension work for farm people; in fact, she became president of the farm women's clubs in the community near Dieppe. She invited us to her home. This was the first glimpse of a very lonely, typically French, mansion. All around the grounds was a high stone wall covered on top with broken bottles which meant woe to

him who attempted to trespass. At the gate we rang a bell and the gatekeeper admitted us. He lives in a little house right near the gate as the keeper of old did. A few modern devices have been installed in these places for the gatekeeper notified the mansion by means of an electric bell, so the butler was ready to receive us at the mansion. The rooms were gorgeous in their paintings and old furniture. Every French woman of means can paint and embroider beautifully. Everyone, whether wealthy or not, appreciates art. In the reception hall were many stuffed wild boars' heads. Madame De La Board surprised us by telling us that she herself had killed all of the boars, when she was a girl, right on their own estate. She said that the hunting of wild boars was a very favorite and common sport and that boars are still to be found in France, but not so commonly. Old spears, guns and tapestry dating back to the 15th century hung on the walls.

Even in these lovely homes we did not find the kitchens modern. Water was carried in and out. The stoves were very small, the floors of tile were hard to stand on and the kitchens gloomy, usually being in the basement. The food had to be carried a long ways to the dining room, often up a flight or two of stairs where no dumb waiters were used.

The grounds were marvellous and so extensive, the gardens are well kept up, and flowers and vegetables of all kinds are grown. How proud of their gardens they are, and well they should be. A little stream went thru this estate and every once in a while we came upon a rustic bridge. During the war the whole estate was plowed up and planted in potatoes. "Did you see the American cemeteries and are they kept up or are they neglected as some people say?" is a question asked so often of us since our return. No one, whose people died on Flander's fields, needs worry that the American cemeteries are not taken care of. Of course, after the thousands of graves were opened and the caskets shipped to the U. S. in response to the requests of parents it took some time to get things back to normal again. Next summer will see our cemeteries very beautiful. Each grave is now marked by a white wooden cross on one side, in black the soldier's name and company, and on the back a strip of metal containing the same information. Very courteous army officers are in charge.

The delegation returned better Americans for having had a summer in wartorn Europe. They wish that every wobbly American could be compelled to spend a summer in Europe for then he must return with a greater loyalty and appreciation for this country of the big middle class, this country of opportunity. Even tho hit hard by low prices the American farmers' lot is far, far, happier and brighter than that of the majority of French farmers. The girl and boy of America must be led to know that he has more liberties, more opportunity for expression in this country than in any country of the world. And he must be taught not to abuse this privilege.

One very fine thing about French people is their loyalty for France. They love France. They show their appreciation for their great men and women by the erection of lovely cathedrals or perfect monuments, no matter how poor the village. One thing America needs is a little more loyalty for America. Our appreciation of service is told in terms of memorial hospitals, endowed institutions of learning and playgrounds for our poor.

We enjoyed immensely the lovely hospitality of France, but we were glad to return to the country where the only aristocracy is the aristocracy of service.

The Power of Music

(Continued from page 9)

audience in attendance at a concert no great degree of mental effort is required because there is nothing in the way of argument for an audience to follow—nothing but plain or subtle harmonies, a true emotional feast, whereas, if they were at a lecture it would be an intellectual treat.

It is because of the fact that music is emotional that it has such power for good or evil, and it is because of this same fact that music becomes the most potent of all the arts in the shaping of human destinies. Many there are, per-

haps, who would give first place to literature, sculpture, painting or the drama, and there are strong arguments for each one; but when one delves deeply into the psychic side of all art one becomes convinced that the more subtle the source of emotional inspiration the greater the resulting effect. This, alone, would seem to place music in a class by itself and supreme as a promoter of those qualities in the human mind which go far as a controlling factor in shaping the course of human events.

All art has had and will continue to have great influence over the masses of mankind, but music alone has the power of stealing unawares into the soul and moulding the character by its play upon the emotions. And the emotions are the controllers of our daily acts. Were it not for them life would be one dull round of duty—almost a colorless existence. Our intellect, of course, is a great aid in guiding us aright, but most of our acts are based on our feelings. Orators, lawyers, priests—all men whose -busi ness it is to influence others—know this very well, and their appeal is always to the emotions. They (the speakers) give facts and figures as a basis for the listeners to work on, but when their great appeal is made it is to the human side of man—the emotional side—and to that side alone.

In music there is no statement of fact —at least not to the average listener. There is only an appeal to the inner feelings of the people by delicate shading, soft cadence, swelling chorus, and thunderous climax, and this appeal cannot help but have tremendous effect on the listener. Poetry expresses a thought, sculpture an idea, painting an allegory or true scene from life, the drama tells a story. Each of these forms of art create emotion and in some of them very deep feeling is aroused. But with them the first appeal is to the intellect. Music on the contrary, expresses only an emotion and thus does for humanity that which no other art can attempt.

What language has vocabulary sufficient to voice the emotions of the author? What canvas, with its array of soft colors, dim backgrounds and soft shadows can picture the exaltation of the artist? What group of cold marble can portray the soul of the sculptor? So, on music devolves the task of portraying the heart-throbs of the composer, the artist, the author.

We all have feelings more or less akin. We have our sorrows, our joys, our trials and tribulations. Sometimes we tell them to one another. But we can never make ourselves understood. We are glad of a sympathetic ear into which to pour our tale of trouble, but we are never fully satisfied with the results. Always something is lacking. We have not expressed ourselves just as we would like to have done, or our friend has not exactly grasped the great point which we are trying to convey. But when we hear good music we at once feel better for it. Someone is telling for us the very things we would say. It matters not what the composition as long as it is good music, we are satisfied with it, and, after listening to it we take our way along life's road with a feeling that a great burden has been lifted from us, that we are happier and better and that, after all, the world holds much of sympathy and understanding for us and our problems.

Knowing, then, that the emotions control our lives and that music is emotional we can at once comprehend the tremendous significance of this art in its application to our daily existence. That music has been a tremendous power for both good and evil has been understood by philosophers from the beginning of recorded history. Thousands of years ago the poets were writing of the singing sirens who lured men to destruction with their sweet music. And at this same time David was writing of the power of music for good and its use in songs of praise to the Almighty.

We know that all the poetry of Byron is not art, nor all the sculpture of St. Gaudens. So it is with music. Not everything that is set down as notes on the staves is good music, and not, by any means, is all the popular stuff of the day poor music. Some of it (the popular music) is far better as music than much of the stuff that is foisted on the public under the guise of the tone poems and on which the composer has spent months of toil.

"Old Folks at Home" was one of the cheap, popular songs of the day some half century ago. It is still better music than thousands of the symphonies composed since and which have turned out to be merely noise masqueraded as music. Most music of the poor sort is composed to words of the poor sort, so, if you happen to know of music that has been written in opera of the decadent type, or that has been set to words of the decadent sort, that is the kind of music to avoid; for once the music and words have been joined together they are seldom divorced in the minds of the people.

You hear a little snatch of music at the theater and at once recognize it as "Down Went McGinty", or "Where Did You Get That Hat," or "Sally In Our Alley". You may never have known these songs, but you have heard enough of them so that when you hear a little of the music you at once associate the words by which they were known in the heyday of their popularity.

Thus one may be a discriminating listener to music if one will only give a little thought to the matter. And it pays in the end, too, for every advance one makes in the understanding of music is to the soul's welfare; and, after all, it is just the divine part of man, the soul, which one strives to better during his brief existence on this mundane sphere.

Who's There and Where

Elizabeth Upton '23 is Home Demonstration Agent of Kossuth County.

Kathryn Horst '17 received her Master of Arts degree from Columbia University last June.

Mildred Craft, '21, is taking Student Dietitian training at Michael Reese Hospital in Chicago.

Mrs. Leo Minert, '05, is head of the Mathematics Department of the new Junior College at Fort Dodge, Ia.

Mr. H. F. Templeton, '19, and Mrs. Roxana Phillips Templeton, '20, are the proud parents of a daughter, Anne, who was born on Sept. 13.